

the condition of education 2006



INDICATOR 34

Afterschool Activities

The indicator and corresponding tables are taken directly from *The Condition of Education 2006*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2006*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2006071>) or contact ED PUBs at 1-877-4ED-PUBS.

Suggested Citation:

U.S. Department of Education, National Center for Education Statistics. (2006). *The Condition of Education 2006*, NCES 2006-071, Washington, DC: U.S. Government Printing Office.



Learning Opportunities

Afterschool Activities

In 2005, students in kindergarten through 8th grade from nonpoor families were more likely to participate in afterschool activities than students from poor and near-poor families.

This indicator looks at kindergarten through 8th-grade (grades K–8) students' participation in various afterschool activities in 2005. Parents whose children in grades K–8 currently participate in activities outside of school (either primarily for supervision¹ or enrichment) were asked whether their children had participated in a series of specific activities since the beginning of the school year.

In 2005, among all students in grades K–8, some 31 percent participated in sports, 20 percent in religious activities, 18 percent in arts (e.g., music, dance, or painting), 10 percent in scouts, 8 percent in community service, 7 percent in academic activities (e.g., tutoring or mathematics laboratory), and 6 percent in clubs (e.g., yearbook, debate, or book club) (see supplemental table 34-1). Between 2001 and 2005, the percentages of students participating in academic activities, clubs, community service, and sports increased (see supplemental table 34-2).

Rates of participation varied by student and school characteristics in 2005. For example, a greater percentage of students from nonpoor

families participated in each of the activities than students from poor and near-poor families (see supplemental table 34-1). Similarly, a greater percentage of students in two-parent households participated in these activities than students in one-parent or guardian-only households with one exception: there was no measurable difference for participation in academic activities.

In terms of student and school characteristics, in 2005 a greater percentage of females than males were involved in arts, clubs, community service, religious activities, and scouts. However, a greater percentage of males than females participated in sports (34 vs. 28 percent). A greater percentage of students in grades 6–8 than students in grades K–2 participated in academic activities (9 vs. 3 percent), arts (19 vs. 15 percent), clubs (9 vs. 2 percent), community service (14 vs. 2 percent), religious activities (23 vs. 15 percent), and sports (34 vs. 26 percent). Furthermore, a greater percentage of students in private schools than students in public schools participated in these specific afterschool activities with the exception of religious activities.

¹ In some cases, children participate in afterschool activities not just for enjoyment or enrichment, but also so that their parents, who are often working, may be assured that they are supervised by adults in a safe setting.

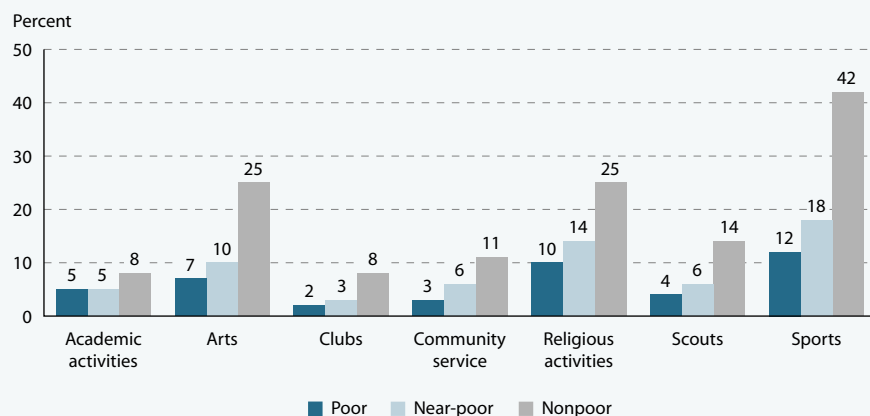
NOTE: "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold. See *supplemental note 1* for more information on poverty. Homeschooled children are excluded. When asked about their children's participation in various afterschool activities (regularly scheduled at least once a month), parents could respond either "yes" or "no." Shown is the percentage of parents who responded "yes" for each activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).



FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Tables 34-1,
34-2

AFTERSCHOOL ACTIVITIES: Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by poverty status: 2005



Afterschool Activities

Table 34-1. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2005

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Total	6.9	17.9	5.7	8.1	19.7	10.2	31.1
Grade							
K–2	3.1	15.0	2.0	2.5	14.9	10.3	26.0
3–5	8.1	19.7	5.9	7.5	21.3	14.2	33.6
6–8	9.3	19.1	9.1	14.0	22.7	6.3	33.5
Sex							
Male	6.9	12.2	4.7	7.1	18.4	9.3	33.7
Female	6.9	24.1	6.8	9.3	21.2	11.2	28.3
Race/ethnicity ¹							
White	7.2	22.4	7.5	10.2	24.3	13.9	38.8
Black	8.4	9.6	3.0	5.6	15.7	4.8	17.9
Hispanic	4.3	9.5	2.7	3.9	10.6	4.0	20.0
Household income							
\$15,000 or less	4.7	5.7	2.6	2.4	9.8	3.5	11.2
\$15,001–30,000	4.5	9.3	2.7	5.0	12.5	5.1	17.1
\$30,001–50,000	5.9	13.6	4.5	7.5	17.2	8.5	21.8
\$50,001–75,000	7.8	20.3	6.3	8.7	23.5	13.4	37.3
\$75,001 or more	9.3	29.8	9.4	12.6	27.6	15.1	50.3
Poverty status ²							
Poor	4.6	6.9	2.2	2.8	10.4	4.1	12.3
Near-poor	5.2	9.9	3.3	6.2	14.3	5.9	17.9
Nonpoor	8.3	24.7	7.8	10.6	24.8	13.9	42.4
Parents' education ³							
Less than high school	1.1	2.2	0.2	0.7!	3.2	1.1!	5.4
High school diploma or equivalent	4.3	7.8	3.4	4.2	11.6	5.1	18.1
Some college, including vocational/technical	7.8	15.3	4.5	7.6	19.3	9.2	27.8
Bachelor's degree	7.9	25.2	8.3	11.7	27.5	16.1	43.5
Graduate/professional degree	10.4	35.3	10.6	13.6	30.4	16.3	52.0
Mother's employment ⁴							
35 hours or more per week	7.3	17.1	5.5	8.1	19.1	9.3	31.9
Less than 35 hours per week	7.9	21.8	7.9	10.8	25.3	13.6	37.3
Not employed	5.4	16.5	4.6	6.6	17.5	9.4	26.1
Parents' language							
Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home	7.4	19.4	6.3	8.9	21.6	11.4	33.8
One of two parents learned English as a child or currently speaks English in the home	3.9!	11.6	1.2!	3.6!	10.1!	0.8!	17.1
No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home	3.1	5.2	1.9	1.6	4.2	1.5!	8.9

See notes at end of table.

Afterschool Activities

Table 34-1. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2005—Continued

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Family type							
Two-parent household	7.2	20.2	6.6	9.2	22.1	11.8	35.4
One-parent or guardian-only household	6.1	12.2	3.6	5.5	13.9	6.4	20.5
Community type ⁵							
Urban	7.4	18.6	5.7	8.2	19.6	10.4	31.4
Rural	4.9	15.3	5.8	7.9	20.2	9.6	30.0
School control							
Public	6.4	17.0	5.5	7.5	19.6	9.9	29.6
Private	10.3	25.6	7.6	13.2	20.4	12.4	42.9

! Interpret data with caution (estimates are unstable).

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

² "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold.

³ Parents' education is based on highest level of education attained by either parent.

⁴ Only includes children who had a mother in the household. "Not employed" includes both (1) mothers who are seeking work but unemployed and (2) mothers not in the labor force.

⁵ Community type is based on a U.S. Census classification of places. Urban is a place with at least 50,000 people. Rural is a place not classified as urban.

NOTE: Homeschooled children are excluded. When asked about their children's participation in various afterschool activities (regularly scheduled at least once a month), parents could respond either "yes" or "no." Shown is the percentage of parents who responded "yes" for each activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).

Afterschool Activities

Table 34-2. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2001

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Total	6.1	17.3	4.6	6.8	19.6	9.5	28.4
Grade							
K–2	3.2	12.4	2.0	2.5	13.6	9.9	21.7
3–5	5.8	20.0	4.3	5.8	21.2	11.9	29.6
6–8	9.2	19.6	7.6	12.2	23.9	6.6	34.0
Sex							
Male	6.1	11.0	4.2	6.3	18.0	8.6	31.2
Female	6.0	24.0	5.1	7.3	21.2	10.5	25.5
Race/ethnicity ¹							
White	6.3	21.0	5.8	8.3	23.8	13.1	35.9
Black	6.8	12.0	2.1	3.9	12.9	3.7	14.6
Hispanic	3.8	7.2	2.9	3.7	10.8	3.1	14.5
Household income							
\$15,000 or less	3.9	7.1	1.5!	2.1	9.6	2.5	9.3
\$15,001–30,000	4.4	8.7	3.3	3.1	11.8	5.6	14.6
\$30,001–50,000	5.2	13.2	3.3	5.3	17.9	8.0	24.8
\$50,001–75,000	6.9	22.4	6.3	9.1	24.3	11.6	35.5
\$75,001 or more	9.2	31.4	7.7	12.7	30.6	17.4	51.1
Poverty status ²							
Poor	3.8	6.4	1.7	2.0	8.7	2.5	8.7
Near-poor	4.4	10.7	3.5	4.5	15.4	6.6	18.9
Nonpoor	7.7	24.4	6.2	9.6	25.3	13.4	39.9
Parents' education ³							
Less than high school	1.9	3.1	0.6!	1.4!	6.1	2.1!	6.3
High school diploma or equivalent	3.6	9.0	2.6	3.1	11.4	5.8	17.6
Some college, including vocational/technical	6.1	13.7	3.8	6.9	20.3	8.4	26.6
Bachelor's degree	8.8	28.3	6.0	9.3	28.9	15.0	42.7
Graduate/professional degree	10.0	36.1	10.7	13.9	30.7	16.8	49.1
Mother's employment ⁴							
35 hours or more per week	6.4	16.8	4.6	7.1	18.1	9.2	28.1
Less than 35 hours per week	7.5	21.9	6.0	8.9	26.1	12.4	36.6
Not employed	5.0	15.4	3.8	5.1	17.8	8.3	24.0
Parents' language							
Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home	6.3	18.5	4.8	7.2	20.8	10.3	30.5
One of two parents learned English as a child or currently speaks English in the home	6.5!	11.8!	5.2!	3.4!	6.7!	#	12.0
No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home	2.6	3.6	1.4!	2.2!	6.6	1.0!	6.0

See notes at end of table.

Afterschool Activities

Table 34-2. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2001—Continued

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Family type							
Two-parent household	6.4	19.9	5.3	8.1	22.5	11.1	33.0
One-parent or guardian-only household	5.4	11.5	3.1	3.9	12.9	5.8	18.0
Community type ⁵							
Urban	6.2	18.1	4.8	7.1	19.1	9.4	28.4
Rural	5.6	14.9	4.1	5.9	21.2	9.9	28.6
School control							
Public	5.8	16.2	4.5	6.4	19.5	9.0	26.9
Private	8.3	26.9	5.3	10.1	20.3	13.7	41.1

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

² "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold.

³ Parents' education is based on highest level of education attained by either parent.

⁴ Only includes children who had a mother in the household. "Not employed" includes both mothers who are seeking work but unemployed and mothers not in the labor force.

⁵ Community type is based on a U.S. Census classification of places. Urban is a place with at least 50,000 people. Rural is a place not classified as urban.

NOTE: Homeschooled children are excluded. When asked about their children's participation in various afterschool activities (regularly scheduled at least once a month), parents could respond either "yes" or "no." Shown is the percentage of parents who responded "yes" for each activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the 2001 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).

Afterschool Activities

Table S34. Standard errors for the percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by poverty status: 2005

Activity	Poverty status		
	Poor	Near-poor	Nonpoor
Academic activities	0.7	0.6	0.4
Arts	1.0	0.9	0.7
Clubs	0.5	0.5	0.5
Community service	0.5	0.7	0.5
Religious activities	1.3	1.0	0.7
Scouts	0.6	0.6	0.6
Sports	1.3	1.1	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).

Afterschool Activities

Table S34-1. Standard errors for the percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2005

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Total	0.31	0.52	0.29	0.32	0.46	0.35	0.55
Grade							
K–2	0.46	0.97	0.31	0.37	0.80	0.71	1.12
3–5	0.64	0.93	0.51	0.63	1.05	0.69	1.12
6–8	0.58	0.65	0.51	0.55	0.60	0.39	0.89
Sex							
Male	0.39	0.58	0.36	0.46	0.70	0.47	0.80
Female	0.47	0.73	0.43	0.47	0.65	0.51	0.83
Race/ethnicity							
White	0.45	0.66	0.43	0.48	0.61	0.54	0.70
Black	1.00	1.09	0.57	0.82	1.64	0.74	1.54
Hispanic	0.51	0.75	0.37	0.46	0.96	0.61	1.18
Household income							
\$15,000 or less	0.75	0.85	0.66	0.56	1.69	0.74	1.15
\$15,001–30,000	0.58	0.99	0.50	0.65	1.17	0.63	1.23
\$30,001–50,000	0.73	1.16	0.54	0.84	1.14	0.87	1.15
\$50,001–75,000	0.76	1.20	0.65	0.71	1.16	1.02	1.19
\$75,001 or more	0.57	1.05	0.72	0.68	0.98	0.70	1.14
Poverty status							
Poor	0.74	0.97	0.46	0.53	1.35	0.64	1.29
Near-poor	0.58	0.91	0.46	0.68	0.96	0.61	1.07
Nonpoor	0.43	0.70	0.46	0.46	0.69	0.57	0.79
Parents' education							
Less than high school	0.32	0.57	0.10	0.30	0.73	0.41	0.82
High school diploma or equivalent	0.42	0.76	0.40	0.42	0.86	0.63	0.98
Some college, including vocational/technical	0.73	1.01	0.46	0.58	1.20	0.76	1.29
Bachelor's degree	0.74	1.06	0.77	0.76	1.35	0.91	1.40
Graduate/professional degree	0.80	1.36	0.80	0.92	1.34	0.99	1.44
Mother's employment							
35 hours or more per week	0.50	0.70	0.38	0.47	0.72	0.49	1.00
Less than 35 hours per week	0.70	1.02	0.71	0.86	1.11	0.88	1.23
Not employed	0.45	0.88	0.47	0.61	1.05	0.74	1.05
Parents' language							
Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home	0.35	0.59	0.32	0.37	0.51	0.40	0.56
One of two parents learned English as a child or currently speaks English in the home	1.41	3.18	0.48	1.12	3.06	0.56	3.91
No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home	0.65	0.76	0.52	0.45	0.65	0.48	0.95

See notes at end of table.

Afterschool Activities

Table S34-1. Standard errors for the percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2005—Continued

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Family type							
Two-parent household	0.38	0.68	0.37	0.45	0.59	0.45	0.73
One-parent or guardian-only household	0.56	1.00	0.41	0.54	0.95	0.48	0.91
Community type							
Urban	0.34	0.54	0.32	0.37	0.53	0.40	0.64
Rural	0.66	1.18	0.61	0.69	1.15	0.91	1.33
School control							
Public	0.33	0.54	0.30	0.31	0.52	0.36	0.63
Private	1.10	1.72	0.87	1.49	1.71	1.05	1.72

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).

Afterschool Activities

Table S34-2. Standard errors for the percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2001

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Total	0.27	0.44	0.25	0.28	0.50	0.41	0.63
Grade							
K–2	0.40	0.71	0.32	0.34	0.73	0.73	1.06
3–5	0.52	0.88	0.53	0.53	1.00	0.72	1.03
6–8	0.50	0.64	0.41	0.51	0.64	0.37	0.79
Sex							
Male	0.36	0.56	0.37	0.35	0.72	0.47	0.81
Female	0.37	0.76	0.31	0.43	0.71	0.61	0.82
Race/ethnicity							
White	0.32	0.60	0.35	0.35	0.70	0.67	0.82
Black	0.83	1.41	0.37	0.53	1.10	0.48	1.17
Hispanic	0.48	0.65	0.34	0.47	0.92	0.42	1.04
Household income							
\$15,000 or less	0.78	1.44	0.51	0.54	1.26	0.64	1.09
\$15,001–30,000	0.56	0.74	0.47	0.39	0.96	0.64	0.99
\$30,001–50,000	0.46	0.87	0.39	0.59	1.18	0.82	1.08
\$50,001–75,000	0.69	1.16	0.64	0.71	1.26	0.99	1.56
\$75,001 or more	0.65	1.26	0.62	0.74	1.20	1.08	1.43
Poverty status							
Poor	0.67	1.20	0.43	0.47	1.10	0.58	0.99
Near-poor	0.44	0.74	0.49	0.47	0.90	0.69	1.03
Nonpoor	0.40	0.68	0.32	0.42	0.68	0.63	0.87
Parents' education							
Less than high school	0.44	0.82	0.21	0.45	1.21	0.74	1.25
High school diploma or equivalent	0.42	0.89	0.33	0.38	0.81	0.52	0.94
Some college, including vocational/technical	0.50	0.82	0.37	0.57	0.96	0.69	0.96
Bachelor's degree	0.83	1.29	0.63	0.75	1.28	1.02	1.72
Graduate/professional degree	0.88	1.36	0.98	0.86	1.29	1.21	1.80
Mother's employment							
35 hours or more per week	0.42	0.72	0.40	0.45	0.69	0.64	0.87
Less than 35 hours per week	0.75	1.13	0.66	0.65	1.32	0.99	1.28
Not employed	0.43	1.15	0.37	0.46	1.15	0.84	1.12
Parents' language							
Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home	0.28	0.46	0.27	0.30	0.55	0.46	0.69
One of two parents learned English as a child or currently speaks English in the home	2.01	3.62	1.92	1.46	2.41	†	2.88
No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home	0.60	0.75	0.45	0.67	1.09	0.36	1.04

See notes at end of table.

Afterschool Activities

Table S34-2. Standard errors for the percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2001—Continued

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Family type							
Two-parent household	0.31	0.58	0.32	0.36	0.63	0.53	0.83
One-parent or guardian-only household	0.50	0.85	0.34	0.42	0.86	0.53	0.87
Community type							
Urban	0.32	0.56	0.31	0.33	0.50	0.45	0.68
Rural	0.56	0.95	0.50	0.61	1.16	0.77	1.12
School control							
Public	0.28	0.49	0.25	0.28	0.54	0.41	0.64
Private	1.02	1.81	1.03	0.91	1.34	1.40	2.09

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the 2001 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).